



Utah Studies Lesson Plan #2 (Utah) *The Southern Paiute*

Objective: Students will investigate the different cultures and people of southern Utah and the Arizona Strip.

Utah State Standard 5: Students will understand the diverse nature of Utah's peoples and cultures.

Objective 2: Investigate the contributions of Utah's religious and ethnic groups, including Native American Indians.

Pipe Spring National Monument Theme 5: Pipe Spring stands as a symbol of persistence in the face of pressures to change.

Materials: research handouts, writing utensils, whiteboard & dry erase marker

Procedures:

Opening/Introduction: Ask students the following question: What Native American tribe calls Southern Utah home? Wait for a couple of student responses and then introduce the Southern Paiutes, which many students have been exposed to through different activities in previous grades.

Create a KWL chart on the Southern Paiutes and fill in the first two columns as a class. (A KWL chart is a 3 column chart. The "K" [Know] column represents what students already know about a certain topic and is filled in first. The "W" [What] column represents all of the questions one still has about the topic and is filled in to guide learning. The "L" [Learn] column represents what students actually learned and is filled out at the end of the lesson and serves as a check for understanding. This introductory activity is working off of the assumption that students, at some point, have already learned a little about the Southern Paiutes in previous lessons.)

Activity: Using the website, <https://utahindians.org/archives/paiute.html>, and Pipe Spring National Monument's website, <http://www.nps.gov/pisp>, students will complete a worksheet on the Southern Paiutes, examining their past and investigating how they have adapted, persisted, and added to the fabric of Utah's cultural life. For utahindians.org/archives/paiute.html, on the left in yellow under "Additional Information", there are several tabs. Have students click on "Early History" and "History" to find information on the Paiutes. For the [nps.gov/pisp](http://www.nps.gov/pisp) website, there are several tabs on the left. Under the "Learn About the Park" tab, have students click on "Photos & Multimedia". Students should use the "Photo Gallery" and "Virtual Tour" tabs to learn more about the Kaibab Band of Southern Paiutes at Pipe Spring.



Conclusion: After students have completed the worksheet, have students look back at their KWL chart and give them one minute to write down what they have learned about the Paiutes, answering the questions from the “W” column. As a class, go over what they have learned and complete the chart on the board, having students add in ideas that they missed.

Follow-up Activity: Have students imagine they are an archeologist who has gone back in time to study the Southern Paiutes. As an archeologists who is interested in the items a culture produces, have students write a paragraph describing at least four things the Paiutes used to survive and what they used them for. (5-6 sentences)

The Southern Paiutes

Pipe Spring National Monument



Directions: Using information from the websites, www.utahindians.org and www.nps.gov/pisp, fill in the blanks using the term box and answer the following questions.

diseases	nomadic	kahns	Ute
hunter-gathers	cliffrose	yucca	
juniper	farmers	Navajo	

The Southern Paiutes were _____, which means that they mostly depended on hunting wild animals and finding edible plants to survive. The Southern Paiutes, however, were also _____ though some groups did not depend on this practice as much. Because they were _____, which means they moved with the seasons, the Southern Paiutes lived in _____. These structures could be easily built from _____ branches and other local materials. The Southern Paiutes knew a great deal about plants and how to use them to make the things they needed. _____ was used to make soap, sandals, and rope while _____ bark was woven into clothing. When Europeans began to colonize America, they brought many things with them, including many items that did not exist in America, like metal knives, glass beads, and many other things that they traded to the Paiutes and other Native American groups. However, they also brought _____, which may have killed around 80% of all Native American groups. By the time Mormon settlers moved into Southern Paiute territory in the 1850s, the Paiutes had suffered a great deal. Many people had died and many others were being stolen by stronger Native American groups, like the _____ and _____, and sold into slavery in Mexico. In order to survive, many Southern Paiutes allied themselves with the Mormons, who they believed could help them. The relationship between these two groups was very complicated. They helped each other, but they also were at odds at times. The late 1800s and the early 1900s was a very difficult time for the Paiutes, as their lives changed in fundamental ways. Despite everything though, they managed to survive and maintain many of their traditions to this day, making Utah a richer, and more culturally diverse place.

Pipe Spring National Monument



1. According to the virtual tour of the museum on Pipe Spring's website, how did ranching affect the Southern Paiutes way of life? _____

2. List the type of tools Southern Paiutes used to in their traditional way of life.
